2018–2019 Texas Education for Homeless Children and Youth

		FOR TEA USE ONLY
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	Write NOGA ID here:
Grant Period:	September 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, April 3, 2018	Place date stamp here.
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 AM 10: 59 DOCUMENT CONTROL CENTER
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov, (512) 463-9414	
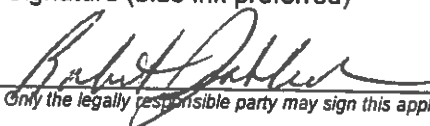
Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #				Amendment #	
Victoria ISD	235902					
Vendor ID #	ESC Region #				DUNS #	
	3				069 46 81 14	
Mailing address				City	State	ZIP Code
PO Box 1759				Victoria	TX	77901

Primary Contact

First name	M.I.	Last name	Title
Yvonne		Rossman	District Homeless Liaison
Telephone #	Email address		FAX #
361-788-9909	Yvonne.rossman@visd.net		361-788-9903

Secondary Contact

First name	M.I.	Last name	Title
Tammy		Sestak	Federal Programs Director
Telephone #	Email address		FAX #
361-788-9294	Tammy.sestak@visd.net		361-788-9302

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Robert		Jaklich, Ed. D	Superintendent of Schools
Telephone #	Email address		FAX #
361-788-9202	Robert.jaklich@visd.net		361-788-9643

Signature (blue ink preferred)   Date signed

[signature]   3/29/18

Only the legally responsible party may sign this application.

701-18-109-046

Schedule #1—General Information

County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	**Amended**
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
3	Certification of Shared Services	☒	☐
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified**.

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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18.	The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings.

Schedule #3—Certification of Shared Services	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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	Schedule #3—Certification of Shared Services (cont.)			
County-district number or vendor ID: 235902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
			Grand total:	

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Receipt of the Texas Education for Homeless Children and Youth (TEHCY) grant funds will allow the Victoria ISD's Kidzconnection (KC) program (lead and supervised by the District Homeless Liaison) to continue a legacy of serving the District's homeless students. Funding will be used for KC staff to mentor secondary students and assist the District Homeless Liaison to train key district and campus staff members on the rights of homeless students and to help facilitate enrollment of homeless students and keeping them at their school of origin. The KC program assists McKinney-Vento identified students with securing basic needs (food, clothing, shelter) and school supplies and also provides tutoring and mentoring to this population of students. These students and their families stay in close contact with campus Parent Liaisons who work hand-in-hand with KC staff. KC is a centralized clearinghouse where homeless families are able to network, request and secure various types of assistance and access a variety of resources to support the needs of their children which increases the potential and ability for fulfilling District goals and the chance for breaking the cycle of homelessness these students may otherwise be caught in. To guarantee that the Kidzconnection program remains focused, strong, stable, and well-rounded, three key stakeholders, the District Homeless Liaison, the Federal Programs Director and the Student Services Director, work collaboratively and take active roles in supporting KC staff and needs which leads to consistent, high-quality program management as has been demonstrated over the last 8 years. This approach also ensures a seamless transition should any of these managers leave their current position.

The District Homeless Liaison, in conjunction with KC and District Staff, determine and prioritize annual program goals as well as formulate the program budget after closely evaluating the results of a comprehensive needs assessment conducted at the end of each school year. The annual goals (related to academics, attendance, dropout rate, graduation rate) and budget (comprised of funding from Title I, Part A funding, Homeless Education Assistance Grants and various local grants) are set and then adjusted as needed throughout the school year based on the results of quarterly reviews (conducted in October, January, March and May) to determine the level of progress being made toward reaching the annual goals. By conducting formal, formative reviews each quarter, all team members remain informed of progress and collaborate to develop specific strategies to enhance student achievement. Title I funds reserved for homeless student services are utilized primarily to support the academic achievement of homeless students as the funds are funneled toward mentors, homework centers, afterschool tutoring, summer school fees and family engagement activities for homeless students. At Title I campuses, Title I funds also provide additional staff including Parent Liaisons and Instructional Coaches who work collaboratively to monitor student achievement and attendance and ensure that timely, effective interventions are implemented when needed. Both funding sources support the Kidzconnection Project Success mentors who meet with homeless students in grades 6-12 on non-Title 1 campuses to provide guidance as well as identify and remove any barriers impeding academic success. The District Homeless Liaison also works closely with all campus Parent Liaisons and Student Success Facilitators to ensure they include goals and activities in their Campus Improvement Plan to meet the needs of their campus homeless population, and the campus improvement plans and the KC plan are incorporated into the Federal Programs Department Improvement Plan.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

As a result of Hurricane Harvey, the number of homeless students served in the VISD during the 2017-18 school year has increased by more than 1,000 students since last year. A critical issue facing families is the lack of available and affordable housing due to the large amount of property damage caused to apartments and homes in this area. Many families are not only doubled-up but tripled-up in an effort to keep a roof over their heads and avoid sub-standard housing. Families are also struggling financially to provide their children with basic needs and as a result the emotional/mental toll the family is experiencing is playing out in our classrooms as homeless students struggle to stay enrolled, attend school, keep composed, stay focused and succeed in school. This current state of matters in the VISD makes the need for TEHCY grant funds even more important than before as these families struggle to get back on their feet and return to some sense of normalcy. We do not want to further cripple these already fragile students with reduced District support. These students may otherwise feel obligated to place their education aside while they provide support for their family leading students to make poor choices related to academics, attendance, and graduation.

KC is a comprehensive program operating in complete compliance with all statutory and TEA requirements. Program goals and budgets are based on the results of the annual needs assessment and include but are not limited to: increase the attendance rate, increase the graduation rate, reduce the dropout rate and increase the STAAR performance of homeless students. The roles and goals of the KC program is to help homeless students achieve academic success thereby allowing for them to break the cycle of poverty they may be experiencing and become productive members of our community and society in general.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 235902				Amendment # (for amendments only):	
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019				Fund code/shared services arrangement code: 206/295	

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$59,472	$	$59,472
Schedule #8	Professional and Contracted Services (6200)	6200	$	$	$0
Schedule #9	Supplies and Materials (6300)	6300	$100	$	$100
Schedule #10	Other Operating Costs (6400)	6400	$53	$	$53
Schedule #11	Capital Outlay (6600)	6600	$	$	$0
Total direct costs:			$59,625	$	$59,625
Percentage% indirect costs (see note):			N/A	$	$0
Grand total of budgeted costs (add all entries in each column):			**$59,625**	**$**	**$59,625**

Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		$	$	$0

Administrative Cost Calculation	
Enter the total grant amount requested:	$0
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$0

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 235902		Amendment # (for amendments only):		
Employee Position Title		**Estimated # of Positions 100% Grant Funded**	**Estimated # of Positions <100% Grant Funded**	**Grant Amount Budgeted**
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director			$
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			$
16	ESC coordinator/manager/supervisor			$
17	ESC support staff			$
18	ESC other			$
19	ESC other			$
20	ESC other			$
Other Employee Positions				
21	Project Success Mentor (professional)		1	$26,976
22	Project Success Mentor (paraprofessional)	1		$23,256
23	Title			$
24		Subtotal employee costs:		$50,232
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$
26	6119	Professional staff extra-duty pay		$
27	6121	Support staff extra-duty pay		$
28	6140	Employee benefits		$9,240
29	61XX	Tuition remission (IHEs only)		$
30		Subtotal substitute, extra-duty, benefits costs		$9,240
31		**Grant total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		**$59,472**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 235902	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1		$
2		$
3		$
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$
	(Sum of lines a, b, and c) Grand total	$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 235902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$100.00
	Grand total:	**$100.00**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 235902	Amendment number (for amendments only):	
Expense Item Description		**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	$
Subtotal other operating costs requiring specific approval:		$
Remaining 6400—Other operating costs that do not require specific approval:		$53.00
Grand total:		**$53.00**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 235902 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$0
66XX—Computing Devices, capitalized				
2			$	$0
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$0
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$0
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	11,013	71%	
Identified homeless students	1,135	8%	As of 3/9/18, number has increased to 1,838
Students identified homeless with a 5A Crisis Code	116	1%	As of 3/9/18, number has increased to 206
Students identified homeless with a 5B Crisis Code	48	0%	As of 3/9/18, number has increased to 69
Students identified homeless with a 5C Crisis Code	408	3%	As of 3/9/18, number has increased to 1,070
Attendance rate for identified homeless students		93%	
Attendance rate for economically disadvantaged students		94%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	☒ Public	☐ Open-Enrollment Charter			

														Students
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
40	112	93	90	101	102	75	75	70	71	58	38	38	37	1,000

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Schedule #13—Needs Assessment

County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Victoria ISD, McKinney-Vento eligible students are serviced through the Kidzconnection (KC) program. KC staff members collaborate with district staff, community partners and families to collect on-going data to help identify any needs and analyze student progress. The following activities are used to collect data to assist staff in determining priority needs:

Annual evaluation: KC Staff, Parent Liaisons and the District Homeless Liaison conduct a comprehensive, summative assessment and goal setting session at the conclusion of the school year. At this time, staff use data to create needs statements. The statements are prioritized based on their level of impact for our students and used to establish annual and quarterly goals for the up-coming year and to develop department improvement plans. Staff will evaluate the following areas to determine where adjustments need to be made for the next school year in order for homeless students to be academically successful:

- Number of students identified as homeless
- Percent of homeless students receiving one or more services
- Percent of homeless students passing the state assessment (STAAR/EOC) as compared to non-homeless students per grade level and per subject
- Percent of homeless students promoted to the next grade level as compared to non-homeless students
- Percent of homeless students graduating as compared to non-homeless students
- Percent of homeless students attending school as compared to non-homeless students
- Percent of homeless students dropping out of school as compared to non-homeless students
- Percent of campuses with staff who have participated in McKinney-Vento Homeless training sessions that focus on enrollment and withdrawal procedures and student's right to determine school of origin v. neighborhood campus
- Percent of homeless students offered the right to remain on campus via an Educational Stability Waiver
- Percent of homeless students for whom transportation arrangements have been made to assist with remaining at school of origin

Quarterly Reviews— (October, Jan, March and May) At the end of each quarter, KC Staff collaboratively review the current progress of each homeless secondary student, this review includes: current grades, attendance, and credits earned – The team uses this information to recognize program and individual student's strengths and to develop individualized plans focused on the priority needs of the student. The team also looks for trends in student performance, as a whole and reviews progress towards meeting the program's quarterly goals. Parent liaisons and campus staff review progress of elementary homeless students and ensure that students are referred to appropriate school and/or community resources.

Community Agency Collaboration Every month, KC team members, attend the local area homeless coalition meetings to ensure that they are up to date on the latest resources available to help our students and families to meet basic needs and to address the needs of the homeless community as a whole. In addition, KC Staff collaborate with other agencies who are in our schools to identify students in need of our homeless services.

On-going student/family input: At the beginning of each school year, District Parent Liaisons survey parents to identify potentially eligible students for the program. They then make personal contact with families to identify needs and provide services. At the elementary level, student progress is reviewed by the Academic, Behavioral RTI and Attendance Committees to address individual student needs and secure family input. Project Success Assistants are assigned to each middle and high school campus in VISD. KC's Project Success Mentors meet regularly with every middle and high school student identified as homeless. During this meeting, an individualized plan is written to address each student's challenges in the areas of attendance, academics, discipline, transportation, tutoring and basic needs (such as food, clothing, shelter). Plans are reviewed frequently to adjust needs and goals for the student.

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	Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 235902		Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	The 2016-17, overall attendance rate for our homeless students was 92% compared to 95% for our non-homeless students. Attendance is our highest priority because we see a direct correlation between high attendance and improvement in all other areas. Students with high attendance are more likely to graduate and perform well on state assessments.	Project Success Mentors & and Elementary School Parent Liaisons will work directly with homeless students to develop individualized plans to address and remove any barriers interfering with school attendance. Plans will include interventions such as campus, district and community referrals, school of origin transportation coordination and support for basic needs.
2.	The percent of Title 1 homeless students in the Class of 2016 who graduated with their cohort was 68.4%.	Kidzconnection Staff will work closely with campus staff, students and families to track student credits and progress toward graduation. Referrals for campus and community interventions focused on school success will be made based on the individual needs of students. This includes extended learning opportunities, academic resources, behavioral and attendance support, basic needs and transportation.
3.	The percent of Title 1 homeless students who dropped out of school during the 2015-2016 school year was 6.3%.	Kidzconnection Staff will work with community organizations to ensure families have access to basic needs including food, clothing, shelter, utilities assistance, medication and supplies. Regular, ongoing contact with students will ensure that needs are met in a timely fashion allowing students to focus on school attendance and course credits.
4.	State assessment scores for elementary homeless scores were below the district averages in all grades and all content areas. The gap ranged from 8-26%.	Kidzconnection staff trains Campus Parent Liaisons to help identify homeless students, assist them with basic needs, make referrals to community agencies and monitor attendance. Campus Parent Liaisons also work closely with families and teachers to track student academic progress. KC Staff collaborates with community agencies, such as VBEC, STARR Family Services, Gulf Bend and Mid-Coast Family Services to provide on-going social-emotional and academic support.
5.	State assessment scores for secondary homeless scores were below the district averages in all grades and all content areas. The gap ranged from 8-30%.	Kidzconnection Staff identifies homeless students, assists them with basic needs, makes referrals to community agencies and monitors attendance. They also monitor student academic progress (grades/credits) and refer students to academic support services. Kidzconnection Staff collaborates with community agencies, such as VBEC, STARR Family Services, Gulf Bend and Mid-Coast Family Services to provide on-going social-emotional and academic support.

Schedule #14—Management Plan

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
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County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Homeless Liaison	Experience working with at-risk youth and families; Collaborative relationship with community stakeholders and district staff; In-depth knowledge of state/federal guidelines regarding homeless students and unaccompanied youth; Leadership ability; Bachelor's Degree
2.	Project Success Mentors	Experience working with at-risk youth (grades 6-12), preferably in a school setting; Ability to build relationships with students, families, school district staff and community agencies; Skill in tracking student academic, attendance & behavioral data & developing plans of action; Knowledge of McKinney Vento requirements; Teacher certification or highly-qualified paraprofessional
3.	Parent Liaisons	Experience working with at-risk youth (grades PK-5), preferably in a school setting; Ability to build relationships with students, families, school district staff and community agencies; Knowledge of McKinney Vento and attendance requirements; Highly-qualified paraprofessional
4.	Intake Technician	Experience working with databases; Ability to manage and organize information regarding services; Strong communication skills
5.	District Support Staff	Knowledge in Student Services and Federal Programs requirements; Experience working with at-risk youth and families; Grant management knowledge; Administrator certification

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase attendance rate for homeless students from 92% to 95%.	1.	Track attendance for 6-12th graders every 3 weeks	09/10/2018	05/23/2019
		2.	Intervention for students below 90% attendance	09/10/2018	05/23/2019
		3.	Create individual attendance goals	09/01/2018	05/20/2019
		4.	Provide incentives for students who meet goals	09/01/2018	05/23/2019
		5.	Referrals to outside agencies to remove att barriers	09/01/2018	05/20/2019
2.	Increase graduation rate of homeless students from 68.4% to 75%.	1.	Assign Project Success Mentors to 9-12th graders	09/02/2018	05/23/2019
		2.	Track student credits needed for graduation	09/01/2018	08/31/2019
		3.	Referrals for district provided interventions	09/01/2018	08/31/2019
		4.	Referrals for community resources	09/01/2018	08/31/2019
		5.	On-going student/mentor conferences	09/01/2018	05/23/2019
3.	Reduce dropout rate of homeless students from 6.3% to 4%.	1.	Conduct initial student needs assessments	09/01/2018	09/30/2018
		2.	Provide resources identified thru needs assess.	09/01/2018	08/31/2019
		3.	Attend monthly district drop-out committee meetings	09/01/2018	08/31/2019
		4.	Offer alternative credit recovery options as needed	09/01/2018	08/31/2019
		5.	Offer continued enrollment via stability waiver	09/01/2018	05/23/2019
4.	Reduce performance gap by 3% for 70% of 3rd - 5th graders	1.	Train campus staffs in program & services	09/01/2018	09/30/2018
		2.	Identify students in need of academic intervention	09/01/2018	09/30/2018
		3.	Work with school teams to provide academic help	09/01/2018	08/31/2019
		4.	Quarterly review & goal setting with student/family	10/15/2018	05/23/2019
		5.	Referral to academic RTI if lack of progress	10/15/2018	05/23/2019
5.	Reduce performance gap by 3% for 70% of 6-12th graders	1.	Train campus staffs in program & services	09/01/2018	09/30/2018
		2.	Identify students in need of academic intervention	09/01/2018	09/30/2018
		3.	Work with school teams to provide academic help	09/01/2018	08/31/2019
		4.	Quarterly review & goal setting with student/family	10/15/2018	05/23/2019
		5.	Referral to RtI and/or credit recovery as needed.	10/15/2018	05/23/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

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County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Victoria ISD conducts quarterly reviews to monitor the attainment of goals and objectives. After identifying needs through the Needs Assessment Process, specific annual and quarterly goals and plans of action are established and included in Improvement Plans. At the end of each quarter, Kidzconnection Staff review progress toward the attainment of goals and update improvement plans to reflect the progress made toward goal attainment. After current progress is reviewed and determined, program staff make necessary adjustments to the improvement strategies for the upcoming quarter. By conducting formal, formative reviews each quarter, all team members remain informed of progress and collaborate to development specific strategies to enhance student achievement. Results of quarterly reviews are shared at school board meetings and department meetings. In addition, the Improvement Plans are posted on the district website and are available for staff, parent, student and community review.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KidzConnection Staff first implemented the Progress Success program in 2012 with two staff members who were funded through the McKinney-Vento TEXSHEP grant. As the number of homeless students and their needs continued to grow, the district committed to providing three additional mentors to the program. Furthermore, the district reorganized and created the position of Connection Center Coordinator whose duties include overseeing the KidzConnection (KC) program as well as acting as the District's Homeless Liaison and overseeing programs for foster care students, teen parents and unaccompanied youth. The district's commitment to serving its homeless children and unaccompanied youth, as evidenced in the program's increase in staff, has allowed each Project Success Mentor to develop stronger relationships and better serve their students.

At the elementary school level, Title 1 funded Parent Liaisons work to identify homeless students and collaborate with Kidzconnection Staff to ensure school success for homeless students. As a result of Hurricane Harvey, the district has experienced a large increase in the number of identified homeless children. In response to the increased number of identified children, the district has added an additional mentor position and directed more resources to meeting the needs of homeless students.

The district's commitment has led to the development of a sustainable program with greater success in increasing graduation rates and decreasing dropout rates for homeless students.

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Schedule #15—Project Evaluation		

County-district number or vendor ID: 235902	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Identify homeless secondary students failing courses and not on track to earn credits.	1.	Review course averages of every 6-12th grade student every 3 weeks
		2.	Review credits earned by MV 9-12th students at the end of every semester
		3.	Ensure students remain on track to graduate with cohort
2.	Identify homeless students with below 90% attendance rate.	1.	Track attendance every 3 weeks
		2.	Implement individual intervention plans
		3.	Decrease attendance gap as evidenced by district attendance reports
3.	Identify % of homeless students passing state assessment and gaps when compared to all students.	1.	Reduce by 3% the performance gap for 70% of tested grades/content areas
		2.	Increase the number of grade level promotions annually
		3.	Increase the % of homeless students performing at meets & masters levels
4.	Track dropout and graduation rates for homeless students and compare to all students.	1.	85% of MV drop-out students will re-enroll into an accredidated H.S. prgm
		2.	80% of 9th and 10th graders will earn credits for promotion.
		3.	90% of enrolled 11th and 12th graders will earn credits for promotion/grad.
5.	Track mobility rates of homeless students.	1.	100% of withdrawing students will go thru Exit Interview Process
		2.	100% of withdrawing MV students will complete Educational Stab. Waiver
		3.	75% of homeless students will remain at school of origin

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Parent Liaisons (PK-5th) and Student Success Facilitators (6-12th) identify students who possibly qualify for homeless services by completing Student Residency Questionnaires (SRQs). The SRQs are sent to the District Homeless Liaison for review and final identification. Upon identification, the Intake Technician enters the student information into the Kidzconnection program database. This database is utilized by program staff to track services offered to each student. KidzConnection Staff receive updated student lists each Friday. The District Homeless Liaison also sends the PEIMS Identification Form to the district's technology office so that all students will be accurately coded in the PEIMS system.

KidzConnection Staff have access to district data systems and COGNOS reports allowing them to track enrollment, attendance, discipline and academic performance data for each homeless student. At each 3-week progress report period, KidzConnection Staff utilize the district's eSchoolPlus system to pull data and create spreadsheets tracking secondary student progress. The data spreadsheets are used to identify high priority students in need of extensive assistance. When data indicates a need for intervention, KidzConnection Staff work with Campus Staff, community agencies and students/families to develop a plan of action. At the elementary level, student attendance data is tracked by the Campus Parent Liaison, and academic data is tracked by teachers and RtI committees. The elementary school teams collaborate with Kidzconnection Staff to ensure the needs of all homeless students are met.

When data indicates program level trends or problems, the KidzConnection team works collaboratively to update the program's improvement plan and adapt strategies to ensure student success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 235902	Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Collaborate with VISD district departments to ensure proper placement of students in various programs ex:sped/prs	375	VISD Conference Center; Homeless Liaison, KC staff and Parent Liaisons	Email correspondence, meeting notes, rosters, referral logs, activity logs	1-5
Eliminate enrollment barriers by training of District Staff or by direct intervention and support by KC Staff	250	VISD Conference Center; Homeless Liaison & KC Staff & Parent Liaisons	Meeting agendas, sign in sheets, power point used for training staff	1-5
Pre-K-12th: provide school supplies, clothing, shoes and hygiene items	500	KC building and various campuses; KC Staff and Parent Liaisons	Emails, distribution logs, basic needs signed forms	1-5
Coordinate school of origin transportation & free school meals as requested by parent	300	KC building and various campuses; KC Staff and Parent Liaisons	Transportation request forms; emails of MV students to Child Nutrition Director	1-5
Coordinate with area non-profits to assist students with: food, medical, mental health needs and housing/shelter	500	KC building and various campuses; KC Staff and Parent Liaisons	Emails, copies of referrals, sign-in sheets; case notes	1-5
Exposing 11th and 12th graders to post-secondary learning opportunities and financial aid resources	65	KC building and various campuses; KC Staff and Parent Liaisons	Meeting Agendas, fliers, emails about events; case notes, copies of UY status forms	2,3,5
KC Staff will work to obtain additional funding for program needs (ex: incentives for students) via local grants	500	KC building; KC Staff	Copies of grant requests, award letters, emails, ledgers	1-5
Coordinate with local shelters to ensure enrollment into school and assist student with meeting basic needs	50	Shelters, KC building; KC Staff, Parent Liaisons	Emails, sign in's, case notes, basic needs signed forms	1-5
Project Success Mentors will meet individually with every secondary student to i.d. any barriers to education and help eliminate them; goal setting	450	Secondary campuses, KC Building; KC Staff and Parent Liaisons	Case notes, spreadsheets, activity logs, tracker cards, emails	1-3, 5
Attend local homeless coalition meetings to keep abreast of all resources for students and families	1,000	Pine Street Community Center, KC building; KC Staff	Sign-in's, meeting agendas	1-5

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Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores
1.	Victoria ISD, Student Services	Coordinates enrollment for homeless students and assists with helping homeless students to remain at their school of origin
2.	Victoria ISD, Federal Programs	Provides drop-out prevention services and Title 1, Part A, funding for homeless students to assist with needs of homeless students
3.	Victoria ISD, Nutrition Dept.	Coordinates efforts to immediately process homeless free meal applications and provides these free meals
4.	Victoria ISD, Transportation Dept.	Transports homeless students to school of origin
5.	Victoria ISD, Curriculum, Instruction & Accountability Dept.	Provides academic enrichment resources for homeless students
6.	Victoria ISD, Guidance & Counseling Services	Assists with resources for homeless students, supporting and encouraging academic success and stability
7.	Victoria ISD, Bi-lingual & ESL Dept.	Provides services for our homeless ESL students
8.	Victoria ISD, Special Services Dept.	Accepts KC referrals to evaluate homeless youth for services which may include: counseling, speech and/or occupational therapy, etc.
9.	Gulf Bend Center	Provides mental health support for students and families; STAR program assists with referrals to HOGG Foundation free health care services
10.	South Texas Children's Home Ministries	Provides free counseling for students and/or families; operates a nearby shelter for mothers and children
11.	Faith Based Organizations	Donations to help with school supplies, clothing, jackets and shoes.
12.	Mid-Coast Family Services	Operates a shelter and a summer educational camp; CoC lead agency; helps to provide housing; provides counseling in our schools
13.	Restoration House's Jeans for Teens Ministry	Provides jeans (and other clothing and shoes) for homeless students of all ages.
14.	Foodbank of the Golden Crescent	Provides food for homeless students and families
15.	Communities in Schools-Golden Crescent Workforce	Provides case management services and funding for food and small incentives for homeless students.

Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding will be used for KC Staff via the Project Success program in which KC staff mentor secondary students and assist the District Homeless Liaison in facilitating the identification, enrollment, attendance and academic success of homeless students and youth by removing barriers and promoting school stability for students experiencing homelessness. Positive mentors can help us ensure that students understand the advantages of a high school diploma, importance of good attendance and motivation to succeed academically. These purposeful relationships have the potential to have a profound impact on the student. Regular contact at school by the Mentor ensures that barriers to academic success can be quickly addressed and/or follow-up services implemented. Individualized plans written to address each student's challenges in the areas of attendance, academics, discipline, transportation, tutoring and basic needs (such as food, clothing, shelter) will positively impact performance for homeless students which will contribute to increases in achievement and graduation rates for our homeless students. At the elementary level, the district homeless liaison will coordinate with VBEC for mentors for identified homeless students.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the elementary level, each parent will participate in a minimum of two face-to-face conferences during the school year. One of the conferences is a student-led conference. At the secondary level, Project Success mentors will utilize telephone conferences, face-to-face conferences and home visits to communicate with parents regarding student progress. The Victoria ISD Connection Center serves as a central hub for family services for the school district. Available resources include: free public transit bus vouchers, a computer lab, homework center, make it and take it area for parents and students, toddler time. Homeless families and students also come to this location to obtain basic need items such as clothing, food, hygiene items, shoes and school supplies. KC Staff (including the District Homeless Liaison, Teen Parent Staff, Parents As Teachers Staff and Title One Staff) are all housed at this Connection Center to provide wrap-around services for parents and students.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless students and unaccompanied youth are fully integrated into the regular education program. All services are provided at their schools of origin. Homeless student services are supplemental to the regular education program offered at each campus.

Schedule #16—Responses to Statutory Requirements (cont.)
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County-district number or vendor ID: 235902	Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Services for eligible homeless students and unaccompanied youth are coordinated through a strong partnership between KidzConnection staff, the Student Services department and the Federal Programs department. Together, staff members develop the department's budget, create an improvement plan, set annual and quarterly goals and plan program implementation. The Federal Programs department is involved in the review of student level data and in the design/adjustment of program activities and assist in coordinating funds from multiple funding sources to meet all program needs. If quarterly reviews indicate a need for additional funding, adjustments are made.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	$65,000	Title 1, part A, pay for one PS mentor, extended learning opportunities and to provide training and supplies as needed. Due to the increase in numbers of MV students as a result of Hurricane Harvey, add'tl funds allotted using carryover funds.
Planned Set-Aside for 2017–2018	$65,000	Title 1, part A, funds will continue to be used to pay the salary for one PS mentor, to pay for extended learning opportunities and to provide training and supplies as needed.

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district's set-aside amounts are determined based on the annual needs assessment conducted each spring and summer. During the needs assessment process, homeless student enrollment averages and performance are reviewed. In addition, the cost of providing needed services to each student is determined. Reservations are based on multiplying the number of students by the cost of services per student. Multiple funding sources are utilized to create the program budget. Sufficient funds are reserved to ensure that all needed services can be provided. When quarterly reviews are conducted, the budget is reviewed to ensure that adequate funds are available to provide needed services. If additional Title I funds are needed, district carryover funds are utilized and Title I amendments are submitted.

Schedule #16—Responses to Statutory Requirements (cont.)	
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County-district number or vendor ID: 235902	Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied to youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

VISD utilizes an online enrollment process and therefore every enrollee must answer questions regarding his/her current living situation. Families or unaccompanied youth who lack the resources to register online are given the opportunity to use a computer at any district campus or at the VISD Connection Center where the homeless program is housed. Families and students are also able to call the District Homeless Liaison for assistance with school registration, particularly if the student/family has no transportation. This is a common occurrence with families residing in our local shelters and motels. In either case, once online enrollment is complete, a Student Residency Questionnaire (SRQ) is printed and reviewed at each campus by the Parent Liaison and then forwarded to the District Homeless Liaison for a second review.

The District Homeless Liaison personally contacts families to further inquire about their circumstances, determine if there are any Pre-K eligible siblings and offer services and assistance. If a student's living arrangement does meet McKinney-Vento guidelines for qualification into the district's homeless service program, referred to as the Kidzconnection (KC) program, then the District Homeless Liaison completes a PEIMS Homeless Identification Form while the KC Intake Technician enters the student information into the Kidzconnection (KC) tracking database. This database is utilized by KC program staff to track services offered to each homeless student. The Intake Technician sends the PEIMS Homeless Identification Form to the district's technology office so that all students are accurately coded in the PEIMS system.

At the beginning of each school year, the District Homeless Liaison sends out a district-wide email to all staff which specifically explains and calls attention to the McKinney-Vento law, the KC program and how to contact KC Staff for services for homeless students. The District Homeless Liaison proactively meets with district administrators, counselors, child nutrition and transportation staff annually to explain the KC program and its available services. Also, each Project Success Mentor sends an email out to their assigned campus staff with the same information. Year-round, KC contact information can also be found on the district website: www.visd.net. KC Staff ensure that fliers/posters and general contact information are posted at schools, motels, shelters, food pantries, laundry mats, community agencies and the local housing authority office. The District Homeless Liaison maintains close contact with shelter directors throughout the school year as well to ensure prompt identification and enrollment into school.

On campuses, there are a number of other ways a student can be identified as homeless, such as, Withdrawal Interviews that are conducted by campus staff to determine why a student is leaving. If the reason is due to a McKinney-Vento eligible living arrangement, the student is allowed the right to remain at this school of origin via our Educational Stability Waiver process. Also, Campus Staff are alerted to potential homelessness when they receive returned U.S. mail which is then forwarded to Parent Liaisons for review. Again, if it is found out that the recent move is due to a MV reason/qualification, the student is allowed to remain via our Educational Stability Waiver Process. Another method for identifying a student as homeless can occur by self-disclosure by the student or family member to campus staff. In this situation, the student/family would be put into contact with the Parent Liaison or KC Staff who would complete an SRQ. Finally, KC staff discreetly screen families who visit the VISD Connection Center for basic needs items, to see if they might qualify for the KC Homeless Program.

In an attempt to inform and encourage early childhood and Pre-K enrollment, the Early Childhood Coordinator and Parent Liaisons post fliers around town in businesses and locations where families in homeless situations tend to congregate: low-income apartment complexes, laundry mats, library and food kitchens. Families who have no proof of income are individually evaluated in order to determine if their child may qualify for the state-based Pre-K program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus Staff receive training prior to and throughout the school year from the Texas Homeless Education Office (THEO), Kidzconnection (KC) Staff and key Central Office personnel (Student Services Director and Federal Programs Director) on how to identify and immediately enroll homeless students. Training topics include: the definition of homeless, rights afforded to homeless students under the McKinney-Vento law, how to access KC's services, discreet interviewing to determine homelessness, case scenarios, and school of origin rights. Each campus has a Parent Liaison (PK-5th) or Student Success Facilitator (6-12) and together with KC Staff trains once a month with the Federal Programs Director, Student Services Director, Truancy Prevention Coordinator and the District Homeless/Foster Care Liaison on the McKinney-Vento law and its provisions, Foster Care, Attendance, Drop-out Prevention and Title 1 Parent Involvement Initiatives. These once a month afternoon long meetings enable the District Homeless Liaison to train in-depth with this group on the attendance and academic success of homeless children and youth, how to help remove any barriers to their success and finally, how to promote school stability via our formal Educational Stability Waiver process.

KC Staff members are further trained by the District Homeless Liaison who utilizes information and webinars from: Texas Homeless Education Office, National Assoc. for the Education of Homeless Children and Youth, Region 10, School House Connection, Texas Education Agency, Texas Network of Youth Services and our local Continuum of Care (CoC) lead, Mid-Coast Family Services. These resources help the KC team learn how to intensely advocate for and support all educational needs of our homeless children and unaccompanied youth. The team supports each other with ideas to help remove specific barriers that a student may be experiencing.

The District Homeless Liaison has created a McKinney-Vento reference table which serves as a guide to assist campus staff with identifying and enrolling youth experiencing homelessness. The reference table is an easy-to-follow, quick reference tool that further clarifies procedures and forms and also answers common questions related to homeless identification, enrollment and withdrawal. The use of this McKinney-Vento information reference table by campus staff ensures consistency and comprehensiveness across the district.

Within our community, KC staff trains members of the Victoria Area Homeless Coalition, community agencies, churches, businesses, law enforcement, and health organizations. This training includes: the definition of homelessness via the McKinney-Vento act (as opposed to HUD's definition which might be used by other agencies), rights afforded to homeless students under the McKinney-Vento law, how to access KC's services, discreet interviewing to determine homelessness, case scenarios, and school of origin rights. We believe strongly in collaboration and feel certain that maintaining these vital relationships with service providers in our community is a valuable component of our program.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Researchers agree that early interventions are the key to future success for at-risk students. The academic needs of homeless children and youth will be monitored and addressed on an ongoing basis to ensure that students have the timely and effective support needed to achieve academic success. At the beginning, middle and end of each school year, universal screeners will be utilized to identify students in need of intervention. Students scoring below the established cut points will be considered for inclusion in Tier 2 and/or Tier 3 RtI supports. These supports include research-based, teacher led small group instruction as well as computer aided instruction. For students receiving prescribed interventions through the RtI program, personal goal setting and progress monitoring will occur. Each student's progress will be reviewed at regularly scheduled RtI meetings and adjustments to interventions made as needed. Student progress will be shared with parents.

In addition to the established RTI system, student progress will be closely monitored through on-going formative classroom assessments and district benchmarks. Teachers will utilize a balanced system of formal and informal classroom assessments to track class achievement as well as each student's success. Data from these assessments will be analyzed during grade level PLC meetings to identify class trends and student needs. Working as a team, campus instructional coaches, administrators and teachers will collaborate to develop personalized plans for struggling students. Children in need of accelerated instruction or remediation will receive individualized support during small group instruction or extended learning time. An additional layer of progress monitoring will be added through the administration of district benchmarks which will be administered twice during the year.

Student performance data from universal screeners, classroom assessments and district benchmarks will be stored in the district's data system. Having all assessment data stored in one system will allow teachers and administrators to compare student performance over time and to identify specific skills to target during early intervention. Through this comprehensive system of instruction and assessment, student needs will be identified early, and support will be provided to ensure that homeless children achieve academic success.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 235902	Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A multitude of academic supports are in place to ensure secondary homeless students are on track for grade-level promotion, graduation and college and career readiness. Through the Kidzconnection program, each homeless student at the secondary level is assigned a Kidzconnection Project Success Mentor. The mentor meets with the students regularly and reviews the student's grades, credits earned, graduation plan, attendance and discipline. During these personalized sessions, the mentor works with each student to set goals and create plans for success that ensure the student understands the academic, behavioral, attendance and basic needs available to ensure his/her school success.

The Kidzconnection Project Success Mentor records each homeless student's progress on a program spreadsheet every three weeks. The spreadsheets are reviewed by the District Homeless Liaison and Kidzconnection staff. If a student is exhibiting academic struggles, the student is considered high priority, and the amount of time spent with the mentor is increased to multiple times per week. The mentor works with the school counselors, administrators and teachers to ensure the student is receiving appropriate interventions such as extended learning time, credit recovery, scheduling changes, community resource assistance, etc. The mentor will meet with students and their teachers to discuss missing assignments or low grades and will work with counselors to register students in need of credit recovery in the correct courses. In addition, the Kidzconnection Project Success Mentor often checks in at extended day learning sessions to ensure that their homeless students are present and working.

Students served through the Kidzconnection program are encouraged to enroll in rigorous courses with Advanced Placement, Dual Credit and Career & Technical Education options available. At the end of each semester, transcript reviews are conducted to determine the number of credits earned by each homeless student. Kidzconnection Project Success Mentors also discuss post-secondary plans with students and review the student's transcripts with counselors and students to ensure that students understand their graduation plan options. Mentors also provide assistance with college prep activities such as SAT/ACT testing, FAFSA paperwork and scholarship and college applications.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 235-902		Amendment number (for amendments only):			

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☒	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☒	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☒	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☒	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☒	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☒	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☒
B02	Provide interpreter/translator at program activities	☐	☐	☒
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☒
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☒	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☒
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☒	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☒	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☒
B09	Provide parenting training	☐	☐	☒
B10	Provide a parent/family center	☐	☐	☒
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☒	☐
B13	Provide child care for parents participating in school activities	☐	☐	☒
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☒
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☒
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☒
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☒	☒
B18	Coordinate with community centers/programs	☐	☐	☒
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☒	☒
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☒
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☒	☒	☒
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☒	☒
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☒	☐
C02	Provide counseling	☐	☐	☒
C03	Conduct home visits by staff	☐	☒	☐
C04	Provide flexibility in scheduling activities	☒	☒	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☒	☐	☐
C06	Provide mentor program	☐	☒	☒
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☒	☒	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☒	☐	☒
C09	Conduct parent/teacher conferences	☐	☒	☒
C10	Strengthen school/parent compacts	☐	☐	☒
C11	Establish collaborations with law enforcement agencies	☐	☐	☒
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☒	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☒	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☒	☒	☒
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☒	☒	☒
D02	Provide counseling	☒	☐	☐
D03	Conduct home visits by staff	☐	☒	☒
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☒
D05	Provide mentor program	☐	☐	☒
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☒
D07	Provide community service programs/activities	☒	☐	☒
D08	Provide comprehensive health education programs	☒	☐	☒
D09	Conduct parent/teacher conferences	☐	☒	☒
D10	Establish school/parent compacts	☐	☐	☒
D11	Develop/maintain community collaborations	☐	☐	☒
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☒	☒
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☒	☒
D99	Other (specify)	☐	☐	☒

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☒	☐	☐
E02	Provide program materials/information in Braille	☒	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):		

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☒	☐	☒
E04	Provide program materials/information in digital/audio formats	☒	☐	☒
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☒	☐
E06	Provide training for parents	☐	☐	☒
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☒
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☒	☐	☐
F02	Provide interpreters at program activities	☒	☐	☒
F03	Provide captioned video material	☒	☐	☒
F04	Provide program materials and information in visual format	☒	☐	☒
F05	Use communication technology, such as TDD/relay	☒	☐	☒
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☒	☐
F07	Provide training for parents	☐	☐	☒
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☒	☒	☒
G02	Expand tutorial/mentor programs	☒	☐	☒
G03	Provide staff development in identification practices and effective teaching strategies	☐	☒	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☒
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☒	☒	☐
H02	Provide staff development on effective teaching strategies	☐	☒	☐
H03	Provide training for parents	☐	☐	☒
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):		

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☒	☐	☒
J02	Ensure all physical structures are accessible	☒	☐	☒
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☒	☒	☒
K02	Develop and implement a truancy intervention plan	☐	☐	☒
K03	Conduct home visits by staff	☐	☒	☒
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☒
K05	Provide mentor program	☒	☐	☒
K06	Provide before/after school recreational or educational activities	☒	☐	☐
K07	Conduct parent/teacher conferences	☐	☒	☒
K08	Strengthen school/parent compacts	☐	☐	☒
K09	Develop/maintain community collaborations	☐	☐	☒
K10	Coordinate with health and social services agencies	☐	☐	☒
K11	Coordinate with the juvenile justice system	☐	☐	☒
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☒
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☒
L02	Establish collaborations with parents of highly mobile families	☒	☐	☒
L03	Establish/maintain timely record transfer system	☐	☐	☒
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☒
M02	Conduct home visits by staff	☐	☒	☒

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Schedule #18—Equitable Access and Participation (cont.)	
County-District Number or Vendor ID: 235902	Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☒
M04	Conduct parent/teacher conferences	☐	☒	☐
M05	Establish school/parent compacts	☐	☐	☒
M06	Provide parenting training	☐	☐	☒
M07	Provide a parent/family center	☐	☐	☒
M08	Provide program materials/information in home language	☐	☒	☒
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☒
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☒	☐	☒
M11	Provide child care for parents participating in school activities	☐	☐	☒
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☒	☒
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☒
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☒
M15	Facilitate school health advisory councils four times a year	☐	☐	☒
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☒	☒
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☒	☒
N03	Provide mentor program for new personnel	☐	☒	☒
N04	Provide intern program for new personnel	☐	☒	☒
N05	Provide an induction program for new personnel	☐	☒	☐
N06	Provide professional development in a variety of formats for personnel	☐	☒	☒
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☒	☒
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☒	☐	☒
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☒	☐	☒

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 235902		Amendment number (for amendments only):		

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☒	☐	☒
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☒	☐	☒
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☒	☐	☒
Q03	Conduct program activities in community centers and other neighborhood locations	☒	☐	☒
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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